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At the Annual Conference of Universities Council for Adult Education, reports centered around individual and regional accomplishments in the field as well as on general trends--exploration and innovation, the use of radio and television, the construction of buildings, and the role of the full time tutor. Heriot-Watt University, a new member, reported 1,100 enrollments in ten non residential, and nine residential, courses. In Bristol, a class in archaeology included a week-end course on "Archaeological Air Photography," in which members flew, photographed, and interpreted findings. Leeds, Keele, and Sheffield reported courses for students working for London external degrees; at Sheffield these included 17 students from industrial day release courses. Other exploratory courses included Liverpool's "family summer school" and Leicester's "Making a Teaching Film." The overall expansion of adult programs is continuing at a rate of over 6% yearly; tutorials increased from 694 to 710. Greater effectiveness was found in using full time, rather than part time tutors, who often model evening classes after daytime ones. (Included are statistical tables showing the number of courses, meetings, enrollment, and subjects offered.) (nl)

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UNIVERSITIES COUNCIL FOR ADULT EDUCATION

REPORT
ON THE YEAR
1967 — 1968

AC00 4471

The Universities Council for Adult Education is indebted for the preparation of this report to Professor W. E. Styler of the University of Hull, who wishes us to state that the expressions of opinion are his own.

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ANNUAL REPORT 1967-68

THE COUNCIL

The Annual Conference was held in the University of Belfast. Professor E. E. Evans of the University Department of Geography opened with a description of Ulster as a region, and this was followed by discussion of its adult education provision. Professor A. J. Allaway outlined his experience over thirty years as Director of Extra-Mural Studies in Belfast and as Head of the Department of Adult Education in Leicester, and the conclusions about University adult education it had led him to formulate. Mr. G. H. L. Schouten, Secretary of the European Bureau of Adult Education, spoke on adult education in Europe. The Conference also discussed degrees by part-time study and a number of interesting ventures which had been specially mentioned in the annual reports of Departments.

At the Annual General Meeting an amendment providing for the creation of a new office, that of Honorary Assistant Secretary, was approved and Mr. J. M. Y. Andrew of Cambridge University was elected to fill it. Mr. W. Burmeister of London University was elected Honorary Treasurer in place of Professor H. C. Wiltshire, who was leaving Britain for two years to take up a commitment in Ghana.

A special meeting was held in London to discuss 'New Universities and Extra-Mural Work'. In addition to universities which were members of the Council representatives were present from Aston, Brunel, City, East Anglia, Essex, Heriot-Watt, Lancaster, Loughborough, Salford, Surrey, Sussex, Ulster, Warwick and York. Mr. K. A. C. Humphreys of Bath, Mr. E. M. Eppel of Sussex, Professor Phillips Griffiths of Warwick, Mr. R. L. Cannell of Loughborough and Professor Roy Shaw of Keele, spoke about the position of their respective universities in relation to extra-mural work. A full day's discussion followed in which the advantages of a special department to promote extra-mural studies, other possible forms of organization, specialization in particular fields of activity and finance were discussed. It is pleasant to report that since the meeting, Surrey, Sussex, Loughborough, Heriot-Watt and Ulster have become members of Council and that Mr. Eppel has been appointed Director of Continuing Education in Sussex with the title of Professor.

A small group of members of the Council met the Parliamentary Under-Secretary of State for Education, Mr. Denis Howell, M.P., in the House of Commons on 10th April. A helpful general discussion of the present position of adult education took place, including the possibility of the appointment of a Committee of Inquiry. The Council's representatives drew Mr. Howell's attention to the harm being done to the work of Local Education Authorities in adult education by the economies they were being forced to undertake.

The Committee for University Assistance to Adult Education in H.M. Forces drew attention in its Annual Report to the fact that the postponement of plans to set up a Royal Defence Academy had left the future shape of officer education and of the Staff/Promotion examination to be decided, but that it was likely that there would be a considerable need for university assistance at the pre-Staff College stage. The total volume of work in the Services was maintained in spite of the fact that some of the universities substantially engaged, notably Bristol and Southampton, had serious staffing difficulties as a result of the uncertain financial situation. Happily the first steps have been taken towards resolving this problem.

The matter mainly considered by the International Sub-Committee during the year was the arrangement of a Council of Europe Conference to be held in Liverpool in the summer of 1969. At this Conference the theory and practice of adult education in Europe will be reviewed and Professor Thomas Kelly will act as director.

Negotiations which took place with the publishers, David and Charles, Ltd., make it possible to announce that a new adult education journal sponsored by the Council will commence publication in 1969.

Mr. J. F. Dixon was appointed during the year to succeed Professor T. F. Daveney as Director of Extra-Mural Studies in the University of Durham. Mr. Alan Thornton, whom we are glad to have with us again after his period abroad, is Acting Director at Nottingham during Professor Wiltshire's absence and takes his place on the Council.

Since this is the last Annual Report to appear while Mr. T. A. F. Noble is Chairman of the Council, it is appropriate that our gratitude for the close attention he has given to the Council's affairs during his four years of office should be recorded.

THE PATTERN OF EXPANSION

The statistical tables at the end of this Report show that expansion is continuing at a rate of over six per cent per annum. This year, unlike last when Bath and Strathclyde were added to the list of universities for which figures were given, there are no new additions to swell the total. Next year the new member universities will appear in the tables and will add to the national totals of courses, class meetings and enrolments. Altogether this suggests that only a few years ahead this Annual Report will record the arrangement of over 10,000 courses for which over 200,000 students will enrol.

Of the new members only the Heriot-Watt University was able to supply statistical information about the work it undertook during the year. It could not be included in the tables but it may be useful to summarize it here, to indicate what the effect of the acquisition of new members is likely to be. Heriot-Watt organized nineteen courses of which nine were residential. Altogether they attracted over 1,100 enrolments. Most of the courses were in various branches of applied science but two were on economic subjects. One course, on 'Power System Developments', was repeated in Newcastle, Wrexham, Liverpool, Birmingham and London.

A plan adopted for the development of extra-mural work by the University of Surrey is wider in conception. In addition to post-experience courses it proposes to offer courses on 'Science for the Layman' and courses in Art and Music and the Humanities and Social Sciences. As a first step a tutor/organizer is to be appointed to help to initiate the programme.

The widening of the membership of the Council and the introduction of new types of courses, often in subjects not previously attempted, means that the Council's work is becoming very different from what it was only a short time ago, when it was almost solely in the traditional liberal adult education supported by the Department of Education and Science. Probably the ideal state of affairs will be achieved when the Council represents all the universities and university institutions which provide facilities for part-time study by adults.

While new developments are reported each year it is interesting to note that the number of Tutorial Classes has again increased, this year from 694 to 710. There is, however, a marked unevenness in the provision of classes in this category, illustrated by the fact that the combined totals of the four leading universities, London, Leeds, Durham and Hull, contribute more than fifty per cent of the total. A new type of provision which is appearing, described in some detail in the Report of the Nottingham Department, is that of two-year classes. Ten universities also include full-time courses in their programmes. It seems probable, therefore, that the form of the statistical tables should be changed in future reports to enable a more accurate picture of the types of work in which member universities are engaged to be presented. At present full-time courses are listed in the columns for courses of 20+ meetings and there is no special provision for two-year courses.

EXPLORATION AND INNOVATION

While the central core of the programmes of Departments consists of classes in subjects steadily in demand, attended by many students who continue their study over a number of years, nearly every Department is able to report new areas of enterprise. Some of these are geographical, illustrated by the developing activities by the Southampton Department in the Channel Islands and by Liverpool in the Isle of Man. Also geographical in a sense, but interesting from the point of view of the subject and the way it was dealt with, was a course provided by Bangor University College in Nant Peris. This is a small hamlet which lies above Llanberis at the foot of Snowdon, with a scattered population that probably does not exceed 200. The course title should properly be given in Welsh, 'Y Beibl a Chefydd Heddiw' ('The Bible and Religion Today'). Twenty-seven people attended and it may be claimed that the course illustrated, through the agency of the Bangor Department, the capacity of Departments generally to provide teachers of the highest scholarship for those who wish to learn, even in the most remote communities.

Equally striking, although very different, is the description in the Bristol Report of a substantial body of work in Archaeology which included a week-end course on 'Archaeological Air Photography', in which 'members fly, photograph and interpret; and even the pilot is our own resident tutor in Somerset'.

Sometimes courses are a result of local preoccupations. It seems natural and appropriate that Keele should provide a residential course in Ceramics, described as bringing together 'a number of students actively engaged in research, especially in the field of nineteenth century pottery'. Similarly it is appropriate that Hull should report developments in the provision of courses for dock workers. During the year sixty newly elected shop stewards were released from work to take one week courses at the University and a two-year day release course was asked for by the Port Employers and the Transport and General Workers' Union.

Leeds, Keele and Sheffield report courses for students working for London external degrees. That at Sheffield was unusual in that it accepted not only forty-one degree students but also seventeen students from industrial day release courses for a residential course at the University. The members of the Department's staff who took part in this experiment generally agreed that it was the most worthwhile residential course in which they had ever engaged, and the Sheffield Report remarks that 'the application of both groups to their studies was a most encouraging justification of the enterprise'.

Liverpool experimented by holding its first 'family summer school' in collaboration with the West Lancashire and Cheshire W.E.A. It was held at the Glynllifon Agricultural College in Caernarvonshire and the children were looked after while their parents were engaged in seminars and private study. This experiment was a success and is likely to be repeated.

Among numerous study tours abroad, conducted this year under the discouraging effect of the restricted foreign travel allowance, Southampton arranged a study visit for twelve shop stewards to Hamburg to follow a programme arranged by the West German trade union movement. The students' costs were met by their firms and the visit was regarded as an extension of the studies in the day release course they were attending.

Among other courses which may be mentioned was one provided by Leicester on 'Making a Teaching Film', which was attended by R.A.F. and Army officers as well as civilians. The Manchester Report summarizes the results of its five year experiment in attempting to correct the narrow specialization of degree work through its courses called 'Wider Horizons'. Science graduates proved to be much more ready to study the Arts than Arts graduates were to study the Sciences. In all twenty-one courses had been held, twelve in Arts subjects, six in Science and three in other subjects, and 475 students attended them.

The Cardiff Department undertook summer courses designed to survey Glamorgan and Monmouthshire Commons in conjunction with the Registration of Commons Act. These were serious scientific surveys of interest to the Nature Conservancy, the County Naturalists' Trusts and the Society for the Promotion of Nature Reserves. In addition to detailed study of the geology, vegetation, bird life, entomology and the human uses of the Commons a collection of colour slides was made.

In London the chief innovation during the year was the devising of systems, with the aid of the University Organization and Methods Department, to handle information about the nine hundred classes in the Department's programme and about the educational backgrounds, needs and motives of students. A new type of enrolment form will be introduced and a questionnaire sent to a ten per cent sample of students. As the Department's Report remarks, already a revolution in office procedure has been effected and has helped to overcome the problem of 'an unprecedented shortage of clerical and typing staff'. No doubt other large departments will be glad to learn from London's experience.

RADIO AND TELEVISION

A number of Departments report the arrangement of talks on Local Radio. The most advanced, up to the present, is Nottingham, which gave six courses during the year which were supplemented by meetings between listeners and tutors. For three of the courses supporting literature was written and published. Keele arranged three experimental series of talks on Radio Stoke and a listeners 'talkback' at the University. Liverpool arranged a continuous series for Radio Merseyside on local studies which were given by members of the University staff on Sunday afternoons. Cardiff mentions close collaboration with the broadcasting authorities, but does not give details.

In Leeds and Sheffield arrangements for participation in Local Radio were made for the 1968–69 session. Leeds plans to give an experimental programme of radio talks in association with the W.E.A. and the Swarthmore Educational Centre. Sheffield plans to give talks of two kinds, informal and formal. The formal type will involve the arrangement of follow-up with students and the preparation of outline syllabuses and reading lists.

In connection with television Bath reports that the Centre for Adult Studies is responsible for the Bath Educational Television Service; staff has been appointed and the basement of Northgate House converted into a studio. Glasgow reports that it helped, through the use of the University Television Service, to provide teaching material for classes both inside and outside the city, and arranged a class on 'Television and the Viewer' in which the students wrote scripts, provided illustrations and music, and presented the programmes. Hull used its University Television studio in its Diploma course in the Teaching of Adults, both to give the students experience of television and, through play-back, to see and hear themselves in action.

BUILDINGS

It is not possible to think of any more suitable title for this section, although the places specially provided by universities for adult education are so markedly centres of life and activity that it seems very inadequate. One is reminded of the old saying that a college is not only a building but a community of learning. The Liverpool Report comments on the value of its centre in The Royal Institution, but says it is the only one available in its extra-mural region. It remarks that 'the establishment of a suitably equipped adult education building in every centre of population would lighten the administrative load on course organizers, facilitate co-operation between the University and other providing bodies, stimulate recruitment, and bring in a wider range of subjects and students'.

A similar quotation, although on a happier note, may be given from the Nottingham Report.

> 'Almost two-thirds of the classes provided by the Delegacy now meet in the Adult Education Centres in Boston, Derby, Lincoln, Loughborough, Matlock and Nottingham. This is partly a result of the better physical conditions provided in these Centres, partly a result of better staffing and partly the simple effect of concentrating classes in one building so that success breeds success. The value of such Centres is now indisputable, so that it is doubly pleasant to be able to report two important developments during the session. First, the Kesteven Education Authority has been able, in spite of financial difficulties, to provide premises for a Centre in Stamford which though small should be attractive and comfortable; and the University has after prolonged negotiations completed the purchase of the Foresters' building at the rear of the Adult Education Centre in Shakespeare Street and fronting on to Peachy Street. This will provide much-needed space for the extension of the Nottingham Centre.'

Sheffield reports its removal to its new headquarters in Broomspring House, equipped with a library and teaching annexe, after twenty-one years in what Professor Bruce has called 'the crypt-like rooms' in St. John's Church. Cardiff reports a similar change in its fortunes; it is now housed in Park Place in a building which provides accommodation for members of the full-time teaching staff, a library and a lecture room. Bath is able to report an extension of Northgate House and a notable improvement in its dining and kitchen facilities as a consequence. Durham now has a small but valuable centre in Stockton.

The Manchester Report outlines the latest phase in what may be called the saga of Holly Royde, which must justify the rather cautious claim that the recently completed extensions have made it 'probably one of the most exciting residential colleges in Britain'. The main room in the old house, members of Council will be happy to learn, has been renamed 'The Waller Room'. The extensions have provided a good number of new study bedrooms and some additional teaching rooms.

Finally it should not be forgotten that one of the functions of extra-mural departments is not only to take the university to the people but to bring the people to the university. The Birmingham Report, echoing statements that have been made from time to time for at least half a century, observes that 'one may look forward, perhaps, to the eventual time when it is generally accepted that men and women, from whatever walk of life, ought to spend at least an occasional few weeks as adult students on a university campus'.

THE CONTRIBUTION OF THE FULL-TIME TUTOR

Much of the work described in the two sections on 'Exploration and Innovation' and 'Radio and Television' has been undertaken by full-time staff. It is the small *corps* of full-time tutors, in fact, that gives British university adult education its particular character. North American universities may have hundreds of thousands of students and may administer budgets which make British Departments of Extra-Mural Studies look puny in comparison, but in general they lack teachers who are wholly committed to adult education. The consequence is, as numerous Americans have pointed out, that too frequently the work of the University Evening College is modelled on the work of the university in its day courses. While we have much to learn from the North American universities we should be fully aware of the great advantages our professionally committed full-time tutors give in discovering the educational needs of adults and deciding what methods are best to satisfy them. Their profession has now existed for over fifty years and has included many people who have subsequently achieved distinction in other fields of academic and intellectual life. Collectively these three or four generations of full-time tutors may be held to have helped to create, and to uphold, what Mr. Raymond Williams called, in *The Guardian* on 18th September last, an 'idea of public education, in which the whole of society is seen as a learning process, and in which, consequently, access is open, not only for all people but for all their questions, across the arbitrary divisions of quotas and subjects'.

The Report of the Birmingham Department makes an apposite reference to the idea which Mr. Williams describes. It remarks that 'among university departments an extra-mural department is in the special position of housing under one roof colleagues in a wide variety of academic disciplines. We should be failing in our task if we did not make full use of this opportunity for collaboration'. The report also points out that 'The interests of adults do not fall into convenient subject-divisions: they continually overlap the traditional boundaries between academic disciplines. To this perennial fact there is now added the effect of the growth of knowledge and the implications of advances, especially in science and technology, for other subjects. Thus the Staff Tutor in Geography writes of the implications for the geographer of technological advances such as the recording of global data by satellites or the discovery and exploitation of North Sea Gas!'

The Heads of a number of departments have supplied special information for this Report on the recent work of their full-time teaching staff. Unfortunately it is not possible to give more than the general points that emerge, with some illustrations.

1. *The volume of work undertaken by a Department is largely dependent on its full-time staff.*

The Director in Bristol provided a quantitative estimate: 'as far as Bristol is concerned 515 of the 605 courses reported to you would not have existed if it had not been for the full-time staff which has conceived, initiated, created, organized and publicised them'.

2. *Full-time tutors give a Department great flexibility in meeting demands from outlying areas and in new fields of activity.*

The Director in Glasgow describes the formation of a Council of Social Service in the island of Tiree as a result of the work of a resident tutor and his class. The Director

in Liverpool writes 'a great deal of work undertaken by full-time tutors is of a kind which would be unlikely to be undertaken by part-time tutors just because the full-timers are more skilled at the job, but there are also pretty sharp limitations of time and place on what part-timers are willing to do. Most of our day-time courses outside Liverpool are done of necessity by full-time staff, and the same is true of courses, whether by day or by night, at some of the more remote centres . . .'

The Acting Director at Nottingham points out that the burden of the completely new Local Radio courses fell on the full-time teaching staff. In Keele a staff tutor was the prime mover in the establishment of a certificate course in Local History. The Cambridge Secretary says that the development of local and environmental studies in the various counties in his area has been a result of the work of full-time tutors.

3. *Full-time tutors stimulate the demand for their subjects and this usually leads to an expanded programme of work in them.*

The Director in Swansea says that the now considerable and varied programme of industrial day-release work has been the result of the work of two full-time tutors. A number of Departmental heads, in fact, mention industrial day release as a field of activity in which full-time tutors necessarily play a major part.

The Director at Birmingham gives a quantitative illustration of the effects of the appointment of a Staff Tutor in Social Study: 'When the Staff Tutor was appointed, there were nine courses for social workers, with an enrolment of 171 . . . by 1967–68 the number of such courses had increased to thirty-six, with an enrolment of 683 . . .'.

4. *The work of individual staff tutors often becomes personally creative, they make particular contributions as public teachers in particular geographical areas or in particular fields of study.*

The best illustration that could be provided of this, if it were possible, would be to reproduce the outline supplied by the Acting Secretary of the Oxford Delegacy, who names each staff tutor and describes the work in which he or she is engaged. It is obvious from this that each tutor has established a network of educational relationships in a field of study of special interest to him, or her. The Director in Birmingham says that the work of a staff tutor in Theology led to the establishment of the University Institute for the Study of Worship and Religious Architecture. A staff tutor in Botany in Durham has developed a detailed plant mapping project in Upper Teesdale with the aid of her students; this will take seven or eight years to complete.

5. *The full-time tutor devotes much more time and thought to the needs and learning situations of adults than can be expected from part-time tutors.*

One of the perennial problems of adult education is the class which consists of people who are diverse in educational background and learning ability. The Director at Cardiff describes how this situation has been met in the study of Law.

> 'By its nature an adult class contains students of varying ability and standards of formal education. Some have greater difficulty than others in mastering detail or in reducing the bigger text-book or subject to an intelligible compass. The Tutor in Law has overcome this problem by preparing, in the majority of cases, duplicated notes on such subjects as Courts and Procedure, The Criminal Justice Act, Constitutional Law, History of English Law and Equity. In special cases note-books on Contract and Negligence have been printed. These notes serve two, if not three, purposes.

They reduce the subject to manageable compass and train the student, by example, in what is difficult for some, the art of summarised facts. It also raised the level of teaching. The exposition period could be reduced because the whole subject set for the occasion was laid out for constant reference before the students, and so the tutor could cope freely with individual difficulties. Above all it allowed the tutor to concentrate on training the students to think on the principles not merely to collect information.'

6. *Full-time staff make a special contribution where a Department has a centre or college for adult education in its charge.*

A number of Directors make the obvious point that in running and developing a centre for adult education the Warden has a major role to play. In a more general way the Secretary of the Cambridge Board describes the contribution made by full-time staff to the work of Madingley Hall; the courses there, he writes, 'are all planned by the full-time staff, administration and teachers in consort, and it would be impossible either to plan or direct them successfully with only part-time help'.

7. *Full-time staff are invaluable in counselling adult students.*

This refers to a feature of adult education which is likely to become more important in the future than it has been up to the present. As the Head of the Leicester Department writes, referring particularly to the Wardens of Vaughan College and Nazareth House: 'This is an important function, chiefly because there is no other counselling service available for adults, and it is a highly professional job'.

8. *Full-time work in adult education often leads to important research projects and publications which would be impossible except in the context of adult education.*

The Acting Director at Sheffield draws attention to the research projects developing in connection with industrial day-release courses. They include studies of the employment of women in the West Riding for the Department of Economic Affairs and the changing holiday pattern in the coal mining industry for the National Coal Board. A number of examples were given by several Directors of important work in local history and archaeology by staff tutors and their classes. Finally we might note testimony from another source, the Preface of Mr. Edward Thompson's *The Making of the English Working Class*, recently published as the 1,000th PELICAN: 'I have . . . learned a great deal from members of my tutorial classes, with whom I have discussed many of the themes treated here'.

OBITUARY

With regret it is necessary to record the deaths during the year of four people, each of whom made a notable contribution to adult education. H. P. Smith was Assistant Secretary of the Oxford University Extra-Mural Delegacy for thirty-six years and later Secretary of the Oxford Tutorial Classes Committee. G. H. Pateman was the first Secretary of the Eastern District W.E.A. and later Assistant Secretary of the Cambridge University Board of Extra-Mural Studies: he held each office for a period of twenty years. Emrys Jenkins, who had just retired, was a staff tutor for Bangor University College for over thirty years. P. J. Pitman, Secretary of the Southern District W.E.A. and Joint Secretary of the Southampton University Joint Committee, was killed in a car accident after visiting a class.

STATISTICAL TABLES

Table No. 1—GENERAL SUMMARY—NUMBER OF COURSES

University	Non-Residential							Residential					Totals	
	Tutorial	Sessional	Day Release	Other Courses 20+	Other Courses 10-19	Other Courses 3-9	Totals	Up to 3 days	4-7 days	8-14 days	Over 14 days	Totals	1967/68	1966/67
Aberdeen ..	—	—	—	5	8	26	39	—	1	27	10	38	**77**	*62*
Bath	—	—	—	—	—	—	—	35	18	1	—	54	**54**	*51*
Belfast	—	—	1	68	44	33	146	10	—	1	—	11	**157**	*147*
Birmingham ..	16	181	16	—	183	113	509	28	3	9	4	44	**553**	*525*
Bristol	13	120	11	—	172	230	546	28	25	3	3	59	**605**	*561*
Cambridge ..	33	64	—	—	49	31	177	7	31	7	6	51	**228**	*188*
Dundee* ..	—	21	—	—	34	23	78	1	—	—	1	2	**80**	—
Durham ..	47	33	—	—	15	25	120	4	40	1	5	20	**140**	*132*
Edinburgh ..	—	109	—	17	96	5	227	—	4	—	7	11	**238**	*224*
Exeter ..	—	70	—	—	45	20	135	8	7	—	—	15	**150**	*144*
Glasgow ..	—	212	2	82	173	185	654	5	1	1	1	8	**662**	*606*
Hull	46	78	9	2	47	90	272	18	4	10	1	33	**305**	*303*
Keele	34	23	6	—	4	20	87	4	18	10	—	32	**119**	*131*
Leeds†	108	20	13	3	7	15	166	12	10	2	4	28	**194**	*147*
Leicester ..	2	75	3	14	77	53	224	4	11	1	—	16	**240**	*232*
Liverpool ..	8	54	2	—	149	101	314	12	18	1	—	31	**345**	*322*
London ..	162	403	5	126	97	44	837	26	63	16	5	110	**947**	*887*
Manchester ..	27	137	6	2	96	140	408	37	46	4	2	89	**497**	*475*
Newcastle ..	21	61	1	2	41	43	169	10	9	—	—	19	**188**	*182*
Nottingham ..	9	199	50	46	36	34	374	18	7	1	2	28	**402**	*410*
Oxford	43	88	17	—	12	23	183	10	18	10	3	41	**224**	*234*
Reading ..	2	7	—	—	2	1	12	—	—	—	—	—	**12**	*11*
St. Andrews* ..	—	—	—	—	3	1	4	—	2	—	1	3	**7**	*90*
Sheffield ..	16	36	19	1	25	21	118	13	2	—	—	15	**133**	*132*
Southampton ..	31	122	3	—	34	24	214	8	8	1	1	18	**232**	*206*
Strathclyde ..	—	23	4	—	10	—	37	—	16	9	20	45	**82**	*80*
Univ. of Wales:														
Aberystwyth..	9	52	—	—	42	35	138	7	1	—	—	8	**146**	*152*
Bangor ..	27	43	—	—	13	34	117	2	3	2	2	9	**126**	*115*
Cardiff ..	39	53	5	—	46	50	193	7	4	—	2	13	**206**	*195*
Swansea ..	17	29	19	1	13	50	129	7	3	—	—	10	**139**	*123*
Totals 1967/68	**710**	**2313**	**192**	**369**	**1573**	**1470**	**6627**	**321**	**343**	**117**	**80**	**861**	**7488**	
Totals 1966/67 ..	*694*	*2141*	*181*	*354*	*1495*	*1406*	*6271*	*300*	*322*	*105*	*69*	*796*		*7067*

* During the year the former St. Andrews department in Queen's College, Dundee, passed to the University of Dundee, and a new department was established in St. Andrews.

† Includes non-grant-aided courses not returned in previous years.

Table No. 2—GENERAL SUMMARY—NUMBER OF MEETINGS

University	Non-Residential						Totals	
	Tutorial	Sessional	Day Release	Other Courses				
				20+	10-19	3-9	1967/68	1966/67
Aberdeen ..	—	—	—	100	94	139	**333**	*294*
Bath	—	—	—	—	—	—	—	—
Belfast	—	—	6	1370	481	171	**2028**	*1904*
Birmingham ..	373	3819	396	—	2040	658	**7286**	*7000*
Bristol	326	2611	206	—	1895	1369	**6407**	*5984*
Cambridge ..	796	1527	—	—	547	201	**3071**	*2489*
Dundee ..	—	420	—	—	376	101	**897**	—
Durham ..	1128	726	—	—	180	134	**2168**	*2031*
Edinburgh ..	—	2180	—	330	780	41	**3331**	*3051*
Exeter	—	1426	—	—	456	109	**1991**	*1953*
Glasgow ..	—	4301	35	1938	2099	992	**9365**	*8565*
Hull	1104	1807	316	240	552	460	**4479**	*4057*
Keele	973	494	149	—	42	86	**1744**	*1568*
Leeds	2663	456	312	651	77	86	**4245**	*3220*
Leicester ..	48	1802	100	424	928	348	**3650**	*3353*
Liverpool ..	192	1138	35	—	1520	520	**3405**	*3260*
London ..	3884	9767	224	3254	1171	273	**18573**	*17302*
Manchester ..	648	3120	220	428	1088	754	**6258**	*5752*
Newcastle ..	464	1311	90	1290	437	236	**3828**	*2539*
Nottingham ..	240	4757	1316	1640	488	214	**8655**	*8320*
Oxford ..	1032	2112	288	—	133	130	**3695**	*3747*
Reading ..	48	167	—	—	20	6	**241**	*230*
St. Andrews ..	—	—	—	—	30	7	**37**	*981*
Sheffield ..	520	833	888	400	300	140	**3081**	*2616*
Southampton ..	726	2636	168	—	376	135	**4041**	*3546*
Strathclyde ..	—	460	240	—	200	—	**900**	*610*
Univ. of Wales:								
Aberystwyth..	216	1058	—	—	506	201	**1981**	*2120*
Bangor ..	648	860	—	—	137	174	**1819**	*1678*
Cardiff ..	936	1197	266	—	407	285	**3091**	*3030*
Swansea ..	408	635	328	20	140	260	**1791**	*1776*
Totals 1967/8 ..	**17373**	**51620**	**5583**	**12085**	**17500**	**8230**	**112391**	
Totals 1966/67 ..	*16621*	*47550*	*4431*	*9701*	*16583*	*8090*		*102976*

Table No. 3—GENERAL SUMMARY—NUMBER OF ENROLMENTS

University	Non-Residential							Residential					Totals	
	Tutorial	Sessional	Day Release	Other Courses 20+	Other Courses 10-19	Other Courses 3-9	Totals	Up to 3 days	4-7 days	8-14 days	Over 14 days	Totals	1967/68	1966/67
Aberdeen ..	—	—	—	185	205	707	1097	—	16	150	105	271	**1368**	*1767*
Bath	—	—	—	—	—	—	—	1841	413	14	—	2268	**2268**	*1823*
Belfast	—	—	12	1908	1065	555	3540	305	—	35	—	340	**3880**	*3960*
Birmingham ..	243	3213	251	—	3629	3524	10860	1211	111	234	106	1662	**12522**	*10082*
Bristol	303	2303	177	—	3472	6318	12573	856	374	80	123	1433	**14006**	*12439*
Cambridge ..	606	1208	—	—	1477	558	3849	350	807	150	618	1925	**5774**	*4588*
Dundee ..	—	645	—	—	755	884	2284	45	—	—	198	243	**2527**	—
Durham ..	717	506	—	—	192	360	1775	294	207	9	316	826	**2601**	*2630*
Edinburgh ..	—	3571	—	496	2363	64	6494	—	155	—	347	502	**6996**	*6085*
Exeter	—	1426	—	—	817	567	2810	254	140	—	—	394	**3204**	*3186*
Glasgow ..	—	4830	15	1775	3701	3958	14279	174	32	28	47	281	**14560**	*15155*
Hull	774	1212	113	26	1039	3385	6549	683	64	112	29	888	**7437**	*6779*
Keele	552	342	122	—	44	493	1553	116	267	143	—	526	**2079**	*2953*
Leeds	1613	331	189	47	117	267	2564	521	171	58	120	870	**3434**	*2721*
Leicester ..	28	1529	63	223	1467	1435	4745	131	337	32	—	500	**5245**	*5142*
Liverpool ..	134	1019	55	—	3525	2475	7208	602	226	25	—	853	**8061**	*7994*
London ..	3035	8313	91	2740	2355	1121	17655	768	354	203	480	1805	**19460**	*18890*
Manchester ..	535	2700	84	34	2070	5402	10825	1355	618	106	44	2123	**12948**	*11230*
Newcastle ..	399	1288	16	24	797	1456	3980	265	192	—	—	457	**4437**	*4522*
Nottingham ..	171	2690	831	654	406	433	5185	486	134	8	146	774	**5959**	*6275*
Oxford	797	1734	240	—	327	807	3905	325	391	217	463	1396	**5301**	*5945*
Reading ..	40	164	—	—	66	10	280	—	—	—	—	—	**280**	*241*
St. Andrews ..	—	—	—	—	81	70	151	—	372	—	150	522	**673**	*2771*
Sheffield ..	221	570	240	24	491	725	2271	287	85	—	—	372	**2643**	*1976*
Southampton ..	651	2716	31	—	610	1306	5314	249	229	29	280	787	**6101**	*4433*
Strathclyde ..	—	678	45	—	238	—	961	—	87	143	454	684	**1645**	*1595*
Univ. of Wales:														
Aberystwyth..	136	859	—	—	636	530	2161	279	70	—	—	349	**2510**	*2792*
Bangor ..	489	587	—	—	237	1523	2836	35	119	39	31	224	**3060**	*3094*
Cardiff ..	757	981	89	—	1211	2347	5385	171	113	—	48	332	**5717**	*4938*
Swansea ..	347	458	257	76	164	1022	2324	150	100	—	—	250	**2574**	*2760*
Totals 1967/68	**12548**	**45873**	**2921**	**8212**	**33557**	**42302**	**145413**	**11753**	**6184**	**1815**	**4105**	**23857**	**169270**	
Totals 1966/67 ..	*12260*	*42234*	*2599*	*8213*	*31695*	*40795*	*137796*	*9688*	*5195*	*2058*	*4029*	*20970*		*158766*

Table No. 4—GENERAL SUMMARY—SUBJECTS OF STUDY

AH	Archaeology and History	Ph	Philosophy	CLL	Celtic Languages, Literature and Culture
E	Economics (including Industrial Relations)	R	Religion	MLL	Modern Languages, Literature and Culture
G	Geography	PSc	Physical Sciences	M	Music
ICA	International and Commonwealth Affairs	BSc	Biological Sciences	VA	Visual Arts
SS	Social Studies	OSc	Other Scientific Subjects	Unc	Unclassified
L	Law	ELL	English Language and Literature		
Psy	Psychology	ALL	Ancient Languages and Literature		

University	AH	E	G	ICA	SS	L	Psy	Ph	R	PSc	BSc	OSc	ELL	ALL	CLL	MLL	M	VA	Unc	Total 1967/68	Total *1966/67*
Aberdeen ..	7	—	8	3	5	—	2	—	3	3	6	3	14	—	2	—	—	2	19	**77**	*62*
Bath	2	6	—	—	6	2	—	—	—	8	6	19	—	—	—	1	—	—	4	**54**	*51*
Belfast ..	23	8	4	7	7	4	3	1	4	10	24	4	9	—	2	17	11	18	1	**157**	*147*
Birmingham ..	117	22	19	14	61	17	15	12	52	24	51	7	37	7	1	15	29	50	3	**553**	*525*
Bristol ..	103	50	8	25	31	7	32	21	25	31	48	46	36	1	—	7	64	70	—	**605**	*561*
Cambridge ..	67	11	6	13	16	9	17	1	5	7	7	5	14	—	—	13	7	18	12	**228**	*188*
Dundee ..	5	2	—	2	2	—	6	1	1	5	4	4	3	—	—	6	2	3	34	**80**	—
Durham ..	35	11	1	4	10	2	3	6	4	15	13	2	14	—	—	4	2	14	—	**140**	*132*
Edinburgh ..	35	9	3	22	15	5	4	4	3	9	13	8	27	7	1	24	8	20	21	**238**	*224*
Exeter	36	—	—	11	2	3	5	8	11	7	11	1	14	3	—	11	18	9	—	**150**	*144*
Glasgow ..	71	28	14	17	30	8	40	11	22	53	74	21	57	2	5	128	38	43	—	**662**	*606*
Hull	66	26	7	2	31	2	9	13	14	11	11	7	48	2	—	17	24	13	2	**305**	*303*
Keele	27	8	—	5	12	1	7	3	5	11	—	3	19	—	—	2	5	8	3	**119**	*131*
Leeds	40	20	3	2	33	7	16	3	2	5	5	11	17	—	—	8	6	14	2	**194**	*147*
Leicester ..	33	9	1	3	97	—	8	2	15	7	6	8	11	1	—	—	8	25	6	**240**	*232*
Liverpool ..	27	7	26	20	56	3	22	9	9	28	11	2	31	5	—	19	21	39	10	**345**	*322*
London ..	158	35	17	42	123	13	84	37	29	43	36	13	107	—	—	8	64	134	4	**947**	*887*
Manchester ..	58	58	17	14	65	1	45	11	30	28	22	12	56	4	—	13	30	33	—	**497**	*475*
Newcastle ..	20	6	14	6	8	3	8	13	11	12	24	9	19	1	—	5	7	14	8	**188**	*182*
Nottingham ..	61	51	6	10	32	2	21	7	14	16	23	12	66	—	—	15	19	32	15	**402**	*410*
Oxford ..	24	35	—	12	32	4	4	15	6	8	7	1	39	—	—	5	19	11	2	**224**	*234*
Reading ..	1	1	1	—	1	—	2	1	—	—	2	1	—	—	—	—	2	—	—	**12**	*11*
St. Andrews ..	—	—	—	—	—	—	—	—	—	—	—	2	1	—	—	—	1	—	3	**7**	*90*
Sheffield ..	23	21	2	—	23	3	8	2	3	6	2	3	8	—	—	4	3	21	1	**133**	*132*
Southampton	43	8	11	20	25	3	17	1	6	9	18	8	12	4	—	6	13	25	3	**232**	*206*
Strathclyde ..	1	59	—	—	—	1	—	—	—	—	—	21	—	—	—	—	—	—	—	**82**	*80*
Univ. of Wales:																					
Aberystwyth	13	—	—	9	17	4	—	1	17	3	5	—	1	—	24	7	16	28	1	**146**	*152*
Bangor ..	21	4	1	9	16	1	11	—	6	3	7	2	4	—	19	2	9	7	4	**126**	*115*
Cardiff ..	35	13	1	8	11	6	5	4	16	6	21	8	10	1	6	21	20	14	—	**206**	*195*
Swansea ..	14	15	1	9	4	—	5	5	5	10	2	12	7	—	14	8	13	15	—	**139**	*123*
Totals 1967/68	**1166**	**523**	**171**	**289**	**771**	**111**	**399**	**192**	**318**	**378**	**459**	**255**	**681**	**38**	**74**	**366**	**459**	**680**	**158**	**7488**	
Totals 1966/67	*1167*	*494*	*159*	*250*	*730*	*95*	*395*	*179*	*302*	*390*	*457*	*172*	*638*	*34*	*74*	*346*	*411*	*653*	*121*		*7067*

Table No. 5—COURSES IN COLLABORATION WITH THE W.E.A.—NUMBER OF COURSES

University	Non-Residential							Residential					Totals	
				Other Courses										
	Tutorial	Sessional	Day Release	20+	10-19	3-9	Totals	Up to 3 days	4-7 days	8-14 days	Over 14 days	Totals	1967/68	1966/67
Aberdeen ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bath	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Belfast	—	—	—	61	30	14	105	3	—	—	—	3	108	*78*
Birmingham ..	3	58	9	—	24	11	105	—	1	—	3	4	109	*117*
Bristol	4	39	—	—	28	19	90	—	16	—	—	16	106	*106*
Cambridge ..	23	34	—	—	16	10	83	—	3	3	—	6	89	*71*
Dundee ..	—	—	—	—	2	2	4	—	—	—	—	—	4	—
Durham ..	27	10	—	—	7	8	52	—	3	—	—	3	55	*44*
Edinburgh ..	—	—	—	—	2	—	2	—	—	—	—	—	2	—
Exeter	—	47	—	—	19	5	71	4	5	—	—	9	80	*90*
Glasgow ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hull	21	29	2	—	10	17	79	5	—	—	—	5	84	*90*
Keele	15	5	3	—	—	—	23	2	14	—	—	16	39	*53*
Leeds	48	6	4	—	—	3	61	—	—	1	—	1	62	*55*
Leicester ..	2	18	3	5	11	6	45	—	—	—	—	—	45	*53*
Liverpool ..	8	22	—	—	7	8	45	—	5	—	—	5	50	*42*
London ..	132	124	1	—	9	15	281	2	62	—	—	64	345	*324*
Manchester ..	21	95	6	—	44	45	211	4	31	—	—	35	246	*221*
Newcastle ..	4	20	—	—	2	2	28	—	—	—	—	—	28	*34*
Nottingham ..	9	197	50	42	21	32	351	7	5	1	2	15	366	*376*
Oxford ..	41	85	16	—	12	20	174	2	4	—	1	7	181	*178*
Reading ..	2	7	—	—	2	1	12	—	—	—	—	—	12	*11*
St. Andrews ..	—	—	—	—	—	—	—	—	—	—	—	—	—	*20*
Sheffield ..	5	17	11	—	3	6	42	6	—	—	—	6	48	*48*
Southampton ..	31	119	1	—	28	12	191	2	—	—	—	2	193	*170*
Strathclyde ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Univ. of Wales:														
Aberystwyth ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bangor ..	21	36	—	—	—	—	57	—	—	—	—	—	57	*45*
Cardiff ..	5	4	—	—	2	1	12	—	—	—	—	—	12	—
Swansea ..	10	8	10	—	—	2	30	—	—	—	—	—	30	*42*
Totals 1967/68 ..	**432**	**980**	**116**	**108**	**279**	**239**	**2154**	**37**	**149**	**5**	**6**	**197**	**2351**	
Totals 1966/67 ..	*429*	*931*	*96*	*78*	*294*	*258*	*2086*	*15*	*155*	*9*	*3*	*182*		*2268*

Table No. 6 COURSES IN COLLABORATION WITH THE W.E.A. NUMBER OF MEETINGS

University	Non-Residential						Tutor	
				Other Courses				
	Tutorial	Sessional	Day Release	20	10-19	3-9	1967-68	1966-67
Aberdeen								
Bath								
Belfast				1224	345	80	1649	1271
Birmingham	72	1160	216		317	65	1830	1720
Bristol	112	659			112	107	1390	1630
Cambridge	557	617			186	57	1417	1303
Dundee					25	13	38	
Durham	664	220			84	40	992	814
Edinburgh					33		33	
Exeter		455			192	29	1176	1379
Glasgow								
Hull	904	667	116		125	86	1518	1369
Keele	160	120	61				361	687
Leeds	1192	136	96			22	1436	1247
Leicester	68	811	193	160	132	41	913	951
Liverpool	192	446			72	40	750	620
London	1165	2928	10		111	99	4303	3979
Manchester	904	2280	220		527	261	3792	3463
Newcastle	96	664			20	12	972	1064
Nottingham	280	4714	1116	1036	276	280	7782	7366
Oxford	984	2030	265		133	107	3827	3480
Reading	48	167			20	6	241	260
St. Andrews								190
Sheffield	120	401	528		36	33	1118	930
Southampton	726	2572	48		111	71	3728	3360
Strathclyde								
Univ. of Wales								
Aberystwyth								
Bangor	936	720					1224	980
Cardiff	120	90			20	6	236	
Swansea	240	168	232			11	651	930
Totals 1967-68	**10422**	**22343**	**3228**	**2420**	**3277**	**1384**	**43074**	
Totals 1966-67	*10331*	*21158*	*2609*	*1638*	*1362*	*1519*		*40617*

Table No. 7—COURSES IN COLLABORATION WITH THE W.E.A.—NUMBER OF ENROLMENTS

University	Non-Residential							Residential					Totals	
				Other Courses										
	Tutorial	Sessional	Day Release	20+	10-19	3-9	Totals	Up to 3 days	4-7 days	8-14 days	Over 14 days	Totals	1967/68	1966/67
Aberdeen ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bath	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Belfast	—	—	—	1699	762	399	2860	170	—	—	—	170	3030	*2262*
Birmingham ..	68	927	122	—	355	132	1604	—	20	—	30	50	1654	*1883*
Bristol	64	711	—	—	531	426	1732	—	130	—	—	130	1862	*2013*
Cambridge ..	431	609	—	—	319	139	1498	—	27	51	—	78	1576	*1338*
Dundee	—	—	—	—	54	78	132	—	—	—	—	—	132	—
Durham	431	134	—	—	73	105	743	—	45	—	—	45	788	*618*
Edinburgh ..	—	—	—	—	26	—	26	—	—	—	—	—	26	—
Exeter	—	812	—	—	336	85	1233	116	76	—	—	192	1425	*1551*
Glasgow ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hull	307	343	22	—	173	302	1147	59	—	—	—	59	1206	*1324*
Keele	212	74	48	—	—	—	334	80	159	—	—	239	573	*748*
Leeds	787	80	61	—	—	25	953	—	—	37	—	37	990	*907*
Leicester ..	28	384	63	76	174	94	819	—	—	—	—	—	819	*1016*
Liverpool ..	134	445	—	—	97	135	811	—	61	—	—	61	872	*572*
London	2480	2249	20	—	90	212	5051	116	324	—	—	440	5491	*5215*
Manchester ..	391	1787	84	—	790	1226	4278	134	282	—	—	416	4694	*4418*
Newcastle ..	68	394	—	—	28	65	555	—	—	—	—	—	555	*632*
Nottingham ..	171	2647	831	602	209	388	4848	123	90	8	146	367	5215	*5245*
Oxford	747	1670	224	—	327	638	3606	52	119	—	202	373	3979	*4509*
Reading	40	164	—	—	66	10	280	—	—	—	—	—	280	*241*
St. Andrews ..	—	—	—	—	—	—	—	—	—	—	—	—	—	*481*
Sheffield	71	283	115	—	37	91	597	72	—	—	—	72	669	*521*
Southampton ..	651	2644	10	—	517	810	4632	53	—	—	—	53	4685	*3741*
Strathclyde ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Univ. of Wales:														
Aberystwyth ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bangor	368	494	—	—	—	—	862	—	—	—	—	—	862	*722*
Cardiff	100	42	—	—	31	27	200	—	—	—	—	—	200	—
Swansea	188	100	131	—	—	201	620	—	—	—	—	—	620	*836*
Totals 1967/68 ..	**7737**	**16993**	**1731**	**2377**	**4995**	**5588**	**39421**	**975**	**1333**	**96**	**378**	**2782**	**42203**	
Totals 1966/67 ..	*7570*	*16798*	*1387*	*1630*	*5085*	*6064*	*38534*	*395*	*1315*	*100*	*449*	*2259*		*40793*

Table No. 8—COURSES WHICH ARE FINANCED OTHER THAN BY GRANT FROM THE DEPARTMENT OF EDUCATION AND SCIENCE OR ITS EQUIVALENT IN SCOTLAND AND NORTHERN IRELAND

University	Non-Residential							Residential					1967/8	Number of Enrolments
	Full time	Part-time three years or longer	Part-time two years	Part-time one year	Part-time less than one year	Day Release	Totals	Up to 3 days	4-7 days	8-14 days	Over 14 days	Totals		
Aberdeen	—	—	—	—	—	—	—	—	—	27	9	36	36	150
Bath	—	—	—	—	—	—	—	35	18	1	—	54	54	2268
Belfast	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Birmingham ..	—	—	—	—	9	—	9	—	2	3	—	5	14	468
Bristol	—	—	—	—	27	3	30	14	8	1	1	24	54	2100
Cambridge ..	—	—	—	—	—	—	—	1	3	—	5	9	9	846
Dundee	—	—	—	—	6	—	6	1	—	—	1	2	8	668
Durham	—	—	—	—	—	3	3	3	—	—	5	8	11	524
Edinburgh ..	—	—	—	—	—	—	—	—	1	—	—	1	1	40
Exeter	—	—	—	—	—	—	—	1	—	—	—	1	1	44
Glasgow	—	—	—	3	3	—	6	—	—	—	1	1	7	242
Hull	1	—	1	—	4	7	13	1	1	—	1	3	16	748
Keele	4	—	—	1	—	—	5	—	—	—	—	—	5	59
Leeds	3	—	—	1	5	—	9	9	6	—	3	18	27	769
Leicester	—	—	—	—	8	—	8	2	4	—	—	6	14	434
Liverpool	2	—	—	8	17	2	29	—	1	—	—	1	30	771
London	—	1	—	1	16	4	22	—	—	—	2	2	24	1090
Manchester ..	4	—	—	4	18	—	26	8	14	2	2	26	52	1083
Newcastle ..	2	—	—	—	—	1	3	2	—	—	—	2	5	87
Nottingham ..	3	1	—	1	2	2	9	8	2	—	—	10	19	459
Oxford	—	—	—	—	—	—	—	1	9	5	2	17	17	530
Reading	—	—	—	—	—	—	—	—	—	—	—	—	—	—
St. Andrews ..	—	—	—	—	—	—	—	—	2	—	1	3	3	552
Sheffield	1	—	—	—	—	—	1	1	—	—	—	1	2	43
Southampton ..	1	—	—	—	—	1	2	—	3	—	1	4	6	374
Strathclyde ..	—	9	—	—	11	—	20	—	16	9	20	45	65	1205
Univ. of Wales: ..														
Aberystwyth ..	—	—	—	1	2	—	3	—	—	—	—	—	3	190
Bangor	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cardiff	—	—	—	—	4	1	5	—	1	—	1	2	7	131
Swansea ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	21	11	1	20	132	24	209	87	91	48	55	281	490	15875

Note: It was decided at the Annual Conference to include this table and it relates to the non-grant-aided work described in the 1966-67 Annual Report.

Table No. 9—LECTURERS AND TUTORS EMPLOYED

University	Staff Tutors		Part-Time Tutors		Number of courses conducted wholly or almost wholly by University staff
	For Civilian Work	For Forces Work	University Staff	Other	
Aberdeen	2	—	72	46	63
Bath	—	—	24	19	13
Belfast	9	—	66	62	116
Birmingham	26	1	164	284	247
Bristol	25	3	200	450	256
Cambridge	14	—	15[illegible]	191	115
Dundee	—	—	111	72	58
Durham	7	—	59	39	99
Edinburgh	6	1	158	122	116
Exeter	7a	1	39	36	92
Glasgow	14	—	261	436	275
Hull	16a	—	83	68	217
Keele	10	—	44	31	86
Leeds	31	2	59	23	167
Leicester	6	—	106	53	162
Liverpool	16	1	172	124	241
London	19	—	260	629	313
Manchester	22	—	165	106	346
Newcastle	13a	—	52	45	119
Nottingham	24	—	38	186	132
Oxford	22	1	84	230	131
Reading	—	—	8	3	9
St. Andrews	—	—	56	7	6
Sheffield	13	—	83	34	96
Southampton	14	4	95	109	134
Strathclyde	—	—	74	52	73
Univ. of Wales:					
Aberystwyth	7	—	20	53	60
Bangor	6	—	84	82	95
Cardiff	6	—	74	162	101
Swansea	8	—	55	50	99
Totals 1967/68	**343**	**14**	**2916**	**3804**	**4037**
Totals 1966/67	*309*	*18*	*2502*	*3427*	

a One tutor half time basis.

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